



## Teacher Evaluation System Terminology

<b>Word or Phrase</b>	<b>Definition</b>
<b>Activities that promote conceptual understanding</b>	Activity that requires students to apply content to other situations
<b>Appropriate cognitive level</b>	At the ability level of the students.
<b>Challenging Activity</b>	An activity that requires students to use higher order thinking skills.
<b>Clearly communicates</b>	Writing is legible; mechanics, grammar, and spelling are correct according to standard written English; written evidence is concise, yet comprehensive, logical and coherent, and all evidence is presented on the appropriate forms. If a spelling error occurs, it does not affect the conceptual understanding of the evidence presented.
<b>Consistently</b>	Being steady and regular; happens as a matter of course within the classroom.
<b>Constructive</b>	Meaningful.
<b>Discourse</b>	Is the verbal and/or written exchange of ideas – communication as a way of learning. It is on a higher level than mere conversation.
<b>District Initiative</b>	Policy, procedures, strategies, and programs sanctioned by the district (e.g. IMS, in-services, standards based training, program focus training, etc.)
<b>Extensive</b>	With depth and breadth.
<b>Formal Assessment</b>	Measures prior and/or acquired knowledge through planned and established procedures and specific evaluation criteria (e.g. speech, objective or essay test, performance, lab report, quiz, etc.)
<b>Formative Assessment</b>	Measures knowledge that students have acquired while providing opportunities for students to use acquired knowledge in <i>new</i> , or <i>applied</i> or <i>extended</i> applications (could be pre-test, performance, practice test, peer editing, etc.)
<b>Incorporate Student Responsibility</b>	Primary cause for student reactions and participation have been taught and reinforced throughout the year. Not just teacher directed during the observation.
<b>Informal Assessment</b>	Measures prior and/or acquired knowledge or behaviors through spontaneous observation or impromptu activities. Evaluation criteria may not be established; records may be anecdotal (e.g. listening to students read in a group setting, hand raising poll, thumbs-up or down, self-evaluation, etc.)
<b>Insightful</b>	Reflective and thoughtful.
<b>Instructional rationale</b>	An explanation of the underlying reason for the instruction/objective (e.g. standard aligned to practical life application, etc.)

<b>Instructional Strategies</b>	<b>Examples:</b> Brainstorming, cooperative learning, demonstration, guided practice, inquiry instructional technology, lecture, memorization, note-taking/graphic organizers, presentations/exhibitions, problem-based learning, project design, research, simulation/role-playing, Socratic seminar, teacher questions, work-based learning, etc.
<b>Ongoing</b>	Throughout the school year.
<b>Rigor</b>	Requires students to demonstrate application (using), and/or assimilation (explain what you know) and/or adaptation of knowledge (extension, using knowledge in new ways) in addition to acquisition (obtaining knowledge).
<b>Routinely</b>	Done regularly.
<b>Student Engagement</b>	Is active cognitive involvement; interested high-level participation; meaningful interaction. Engagement is more than just being on task.
<b>Substantive</b>	Gives students <u>useful</u> and <u>insightful</u> information about their work. It guides them in ways to revise, to correct, and to extend response in order to improve them.
<b>Summative Assessment</b>	Measures knowledge that students have acquired (often a final assessment, but could be board exams, benchmarks, chapter test, semester exam, etc.)
<b>Systematic Process of maintaining Records</b>	Organized method of record-keeping, over time.
<b>Thought-Provoking Questions</b>	Require students to analyze, synthesize and apply knowledge.